Research article

# Multi-interactive Media Development for Balinese Dance Vocational Courses

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**Abstract.**
An analysis of the learning process of students of the Dance and Music Education Study Program in the Balinese Dance vocational course with the competence to practice Balinese dance revealed that the students faced difficulty in practicing Balinese dance. This was because they were constrained by distance, lack of face-to-face methods, and incommensurable student internet networks. In addition, teachers also have had difficulty in delivering materials because they could not reach students face-to-face. Given the conditions experienced by students and teachers, this research had the goal of developing learning media for Balinese dance vocational courses in the form of multi-interactive media, using the drill and practice model. Interactive learning multimedia involves a range of media such as text, sound, video, animation, and images, which are integrated into a computer program to convey messages to students. The developers in this research were competent in the field of learning vocational Balinese dance and designed the course during 2020/2021. This research was carried out in five stages, namely analysis, design, development, implementation, and evaluation. The products included interactive CDs that can be distributed flexibly using media such as flash disks, MMC card, or Bluetooth smartphones, and contain writing, images, infographics, learning videos and quizzes.

**Keywords:** multi-interactive, media, drill and practice, Balinese dance

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## 1. INTRODUCTION

The spread of COVID-19 has presented its own challenges for educational institutions in Indonesia. This condition requires people to stay at home, study, work, and worship from home. As a result of this policy, the education sector such as schools and universities stopped the face-to-face learning process. Instead, the learning process is carried out online which can be carried out from each student's home. In accordance with the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of coronavirus disease (COVID-19), it is recommended to carry out the learning process from home through online learning. According to Abdallah [1] e-learning is a learning process where the student learning process makes it easier for students to learn by

utilizing the internet. Therefore, it allows students to learn new things easily because through e-learning they can get visualization so that learning using e-learning is an important part of student learning.

The same thing happened in the learning process of students of the Dance and Music Education Study Program, in the Balinese Dance Vocational course with the competence to practice Balinese dance. At this time, teachers and students find it very difficult to practice Balinese dance techniques, due to distance constraints, face-to-face methods, and different student internet networks. In this Balinese Dance Vocational course, knowledge and skills are needed in accordance with the competence of the subject.

The Balinese Dance Vocational course is presented in the curriculum of the Dance and Music Education Study Program in odd semesters with a weight of 2 credits / 4 Js. It is also a compulsory subject for dance concentration students. The Balinese Dance course has an SCPL construct mastering skills in applying concepts, techniques, procedures in presenting performing arts independently and comprehensively, having optimal ability to innovate in various forms of presentation critically according to artistic standards based on religious norms and professional ethics by utilizing the development of knowledge and technology so that they can contribute to life. Based on the results of observations of the Balinese dance vocational learning process in the PSTM study program, it still uses conventional learning methods. Positioning the lecturer as the only source of learning, namely (1) the lecturer directly conveys the learning objectives, (2) the teacher then provides material by imitating the motion, (3) the lecturer asks students to imitate.

Based on the results of the explanation above, the researcher has a goal in developing a learning media in the form of Multi-Interactive Media, Drill and Practice Models. According to Daryanto [2], multimedia is divided into two, namely linear multimedia and interactive multimedia. The definition of linear multimedia is multimedia without a controller to be used by the user. Linear can be interpreted as running sequentially or sequentially, for example, TV and film. Understanding interactive multimedia is multimedia that has a controller to be used by users, so it depends on the user to be able to decide or choose the process of running the multimedia.

According to Sutopo [3] multimedia consists of two kinds, namely linear multimedia and non-linear multimedia. Multimedia that runs straight or sequentially is called linear multimedia, examples of linear multimedia types are TV and movies. However, if the multimedia can be controlled by non-users, then it is called liner multimedia which is often known as interactive multimedia, an example of interactive multimedia is a

learning presentation where users can choose which topic they want to learn without having to wait for the entire presentation to be shown. Interactive multimedia learning is several media such as text, sound, video, animation, images, which are integrated into a computer program to convey messages to students. While the Drill and Practice model is the provision of practice questions that aim to provide a more concrete learning experience, practice questions that are done by these students can be done repeatedly. The questions here can cover theoretical and practical material. The researcher in this case is competent in the field of Balinese Dance Vocational learning, and has taught this course in the 2020/2021 Odd semester. So that developing this multi-interactive media is in accordance with the needs of eye teaching. It is hoped that with the Multiactive Media, the Drill and Practice model can make it easier for students to receive learning materials and teachers to easily transform Balinese Dance materials.

The purpose of the development is to develop learning media by applying multi-active media, the Drill and Practice model in Balinese dance vocational courses. The development of this media is very important to do to support the achievement of a learning goal. The learning process, which is currently conducted online, requires effective and efficient learning media. Students can learn on their own without feeling difficult and without assistance from the teacher. So far, Balinese dance vocational learning has been carried out offline. Multi-active media, Drill and Practice model in the Balinese Dance Vocational course, contains material on Balinese dance, namely Pendet dance, Margapati dance, and Single Line Dance. This learning media has never existed in the Dance and Music Education Study Program. This learning media is made using interactive multimedia applications so that students can learn anytime and anywhere, so this will greatly help students in the learning process.

## 2. METHOD

This research includes research and development (Research and Development). According to Sa'adah [4] research (R&D) is a method used to produce certain products and test the effectiveness of these products. In the field of education, the products produced through R&D research are expected to increase the productivity of education, namely graduates who are numerous, qualified, and relevant to needs. Research and development is a problem or product under investigation, not only a completely new product, but may also examine existing products and then develop and review them to produce a higher level of effectiveness and usefulness than the previous stage. Research and development is different from ordinary research which only produces

suggestions for improvement, research and development produces products that can be used immediately.

The development of Multiactive Media, this Drill and Practice model refers to the ADDIE development model, according to Pribadi, A.benny [5] which includes five stages, namely: Analysis (Analysis Stage), Design (Design Stage), Development (Development Stage), Implementation (Implementation Stage), and Evaluation (Evaluation Stage). The explanation of the development stage that will be used in this research is as follows:

a. Analysis Phase (Analysis);

1) Analysis of student needs which includes the needs and characteristics of students who will be the target of using Multiactive Media, Drill and Practice models as well as hardware and software,

2) Curriculum analysis aims to examine the curriculum and materials for Vocational Balinese Dance that in accordance with content standards and can be delivered through multi-active learning media. The curriculum analysis process begins with the selection of Balinese Dance vocational material which consists of 4 basic dances that are in accordance with the curriculum used in universities, namely the K13 curriculum. Furthermore, further studies are carried out on Core Competencies (KI) and Basic Competencies (KD), indicators and objectives to be achieved in the courses and their application.

b. Design Phase (Design), in this second stage the researcher makes a design or product design from the results of the analysis in the previous stage. The product made is Multiteractive Media, Drill and Practice model. This design stage is carried out with the following steps:

1) Making a Media Design (storyboard) Storyboard is an overview of the overall learning media that will be loaded in the application. The storyboard functions as an alloy like a map to facilitate the process of creating media.

2) Determine that there are 3 Balinese dance materials to be presented, namely Pendet Dance, Margapati Dance, and Single Row Dance. The Balinese Dance Vocational course was chosen because it was in accordance with the competence of the developer. In addition, there are difficulties in terms of the lack of use of practical material learning media and many teachers are constrained in delivering practical material during the current pandemic,

3) Preparation of Questions and Answers The questions and discussion of answers that will be published in this media are direct practice material, and in the preparation of materials, questions, and discussions in this media are made from various references,

4) Reviewing courses in accordance with the Competency Standards Curriculum (SK). The Balinese Dance Vocational course is studied in accordance with the curriculum blend currently in effect in higher education institutions;

c. Development Phase (Development);

1) Product creation, developers collect supporting materials such as videos, images, icons, backgrounds and others. Then the learning media was developed in the form of learning videos,

2) The validation process was carried out by material experts and media experts by the Art and Design Department lecturers in accordance with their respective fields of expertise. The results are in the form of suggestions, comments, and input that can be used as a basis for analyzing and revising the developed media,

3) Revisions After the validation process, the product is revised based on suggestions and corrections from material experts, media experts, d. In the Implementation phase, the product will be tested on 22 students from the dance and music study program off T1, and 25 students from the dance and music study program off T2. At this stage, a questionnaire was distributed to measure and find out the opinions or responses of students regarding the Multi-Interactive Media learning media, Drill Model and Practice Vocational Balinese Dance. If necessary, revisions will be made based on input and suggestions from students. However, in this revision, input and suggestions from previous validators will be considered so that they do not conflict with previous improvements.

d. Evaluation Phase (Evaluation); Done to provide feedback to students, so that revisions are made in accordance with the results of the evaluation or needs that have not been met by the product. The ultimate goal of evaluation is to measure the achievement of development goals

The subjects of this research are media experts, material experts, and Balinese dance artists. Material experts and media expert lecturers act as validators, while student practitioners act as correctors if there are still small errors or deficiencies that escape the observations of material experts and media expert lecturers, so that improvements can be made if necessary, and students who are respondents from product trial.

## 3. DISCUSSION

Learning media is the most important tool in the learning process. Learning media are tools, methods, and techniques used in order to make communication and interaction between teachers and students more effective in the education and teaching process. According to Cecep Kustandi and Daddy Darmawan [6] it can be concluded that learning

media is a tool that can help the teaching and learning process which functions to clarify the meaning of the message conveyed so that the learning objectives are better and more perfect. In online teaching and learning activities, learning media are seen as all forms of physical communication equipment in the form of hardware and software which are a small part of learning technology that must be created, used, and managed for learning needs. The quality of learning activities carried out by teachers depends on learning planning, implementation of the learning process in the classroom and evaluation activities of students. In achieving learning objectives, teachers need learning media that can support the learning process, and in accordance with the expected learning objectives.

Online learning media is a learning tool or intermediary that is carried out not face to face, but uses a platform that can help the teaching and learning process that is carried out even though it is distanced. Bilfaqih & Qomarudin [7] stated that online learning media is learning that utilizes multimedia technology, video, virtual classes, animated online text, voice messages, email, telephone conferences, and online video streaming. Learning can be done massively with an unlimited number of participants, it can be done for free or paid. Meanwhile, according to Kuntarto, online learning media are learning intermediaries that are able to bring together students and lecturers to carry out learning interactions with the help of the internet [8]. Based on the description above, it can be concluded that online learning media are tools or intermediaries that can be used in the learning process by utilizing existing technology and can also be followed by an unlimited number of participants.

This interactive multimedia contains Balinese Dance Vocational courses which are presented in accordance with the curriculum of the Dance and Music Education Study Program in odd semesters with a weight of 2 credits / 4 Js, also a compulsory subject for dance concentration students. In the Balinese Dance course which has the SCPL construct, master the skills to apply concepts, techniques, procedures in presenting performing arts independently and comprehensively, have the optimal ability to innovate in various forms of presentation critically according to artistic standards based on religious norms and professional ethics by utilizing the development of knowledge and skills. technology so that it can contribute to life. The Balinese dance material presented consists of Pendet Dance, Margapati Dance, Single Row Dance. These three dances have different characters, all dance movements are in accordance with regional characteristics. Balinese dance, broadly can be interpreted that cannot be separated when talking about style or style. While the style is nothing but the disclosure of individual character, historical period, of a school or group of individuals.

The material for this Balinese dance vocational course is adjusted to the curriculum in the Dance and Music Education Study Program, the level of the material is very tiered, starting from the Pendet Dance with a female character, then the Margapati Dance with a subtle male character, finally there is a single line dance with a rough male character. The level of this dance is also adjusted to the movement technique which increases the level of difficulty. This learning media contains cover, table of contents, material, evaluation, and developer profile. On the material sheet, the names of the dances, history, videos, and photos of the names of the various movements are presented. Students are greatly facilitated by the material presented in this interactive learning media. In addition to material, this learning media uses images, photos, audio, writing, videos, and colors for the background.

Multimedia learning can be interpreted as a multimedia application used in the learning process, in other words to channel messages (knowledge, skills and attitudes) and can stimulate choices, feelings of concern, and willingness of students, so that the learning process is intentional, purposeful and controlled. If learning multimedia is selected, developed and used appropriately and well, it will provide great benefits. The general benefits are that learning is more interesting, interactive, the amount of teaching time can be reduced, the quality and learning attitudes of students can be improved, and the learning process can be done anywhere and anytime.

Interactive media is a method of communication in which the output of the media comes from the input of the user. Interactive media that works with user participation. Media still has the same purpose but user input adds interaction and brings interesting features to the system for better enjoyment. the latest technological media. The latest technological media itself is divided into (1) telecommunications-based media, such as teleconferences, distance lectures, and (2) microprocessor-based media, such as computer-assisted instruction, computer games, intelligent tutoring systems, interactive, hypermedia, and compact (video) discs.

## 4. RESULT

The development of multi-active media, the Drill and Practice model in the Balinese Dance Vocational course, produces a learning media that can be used directly by students in the arts and design department. In addition to practice and practice, in designing this interactive learning media there is a material learning concept, that is, students can learn the next knowledge and skills if they have mastered the previous knowledge and skills. Winarno [9] states that the drill method is to gain dexterity or

training skills for what has been learned, because only by doing it practically can this knowledge be perfected and prepared. In this multiactive learning media, it presents a very diverse application ranging from images, videos, photos, sound/audio, graphics, colors, etc.

The production process of this multi-active learning media is divided into three stages, namely pre-production, production and post-production. 1) Pre Production This stage begins with preparing the materials used to produce interactive learning multimedia products. The following are the materials needed in the computer/laptop production process, ppt software, microphones, supporting software such as Movie Maker (video editing), Cool Edit Pro (sound editing), Audacity (sound recording). Preparation begins with a ppt programmer, then continues with supporting software to add a more attractive appearance. 2) Production At this stage, start by entering writing, dance photos, and videos on the ppt application. the material is arranged according to the developer's concept, then also includes dubbing in the dance evaluation, so that students can immediately practice according to the instructions in the media 3) Post Production The stage where the finished 3D cartoon learning media is copied to storage drives such as CDs, Flashdisks, and other types of data storage other, so that it is easy to use on hardware available in the field such as VCD players, DVD players, computers, and laptops. And also the products will be uploaded to social networks such as YouTube or Instagram, this is to make it easy for students to learn.

Furthermore, the implementation stage where this stage is to test the product questionnaire, which is tested on the media expert test, the design expert test, the linguist test, and the material expert test. The result is that there are several things that need to be revised, namely the background color is not bright, the background sound is too loud, it should be equipped with an evaluation in the form of questions to determine student understanding, add basic competencies that support the content/material. In this final process, based on the results of a questionnaire from the experts. At this stage, the media that has been tested by experts will then be continued and improved according to the input of these experts.

This development research is very important to do to support the achievement of a learning goal. The learning process, which is currently conducted online, requires effective and efficient learning media. Students can learn on their own without feeling difficult and without assistance from the teacher. Developing this interactive media is in accordance with the teaching needs of the Balinese Dance Vocational course. It is hoped that with the Multiactive Media, the Drill and Practice model can make it easier for

students to receive learning materials and teachers to easily transform Balinese Dance materials.

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